



**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)





Phonics



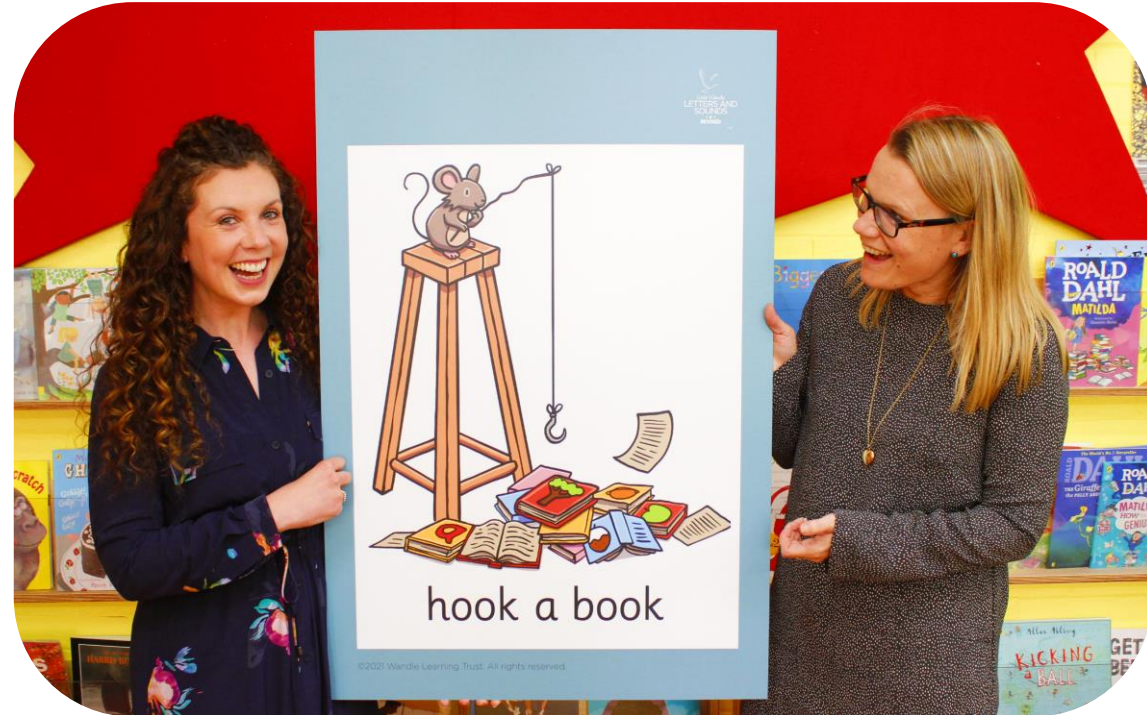
Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**



Little Wandle Letters and Sounds Revised

Our school has chosen *Little Wandle Letters and Sounds Revised* as our Systematic Synthetic Phonics (SSP) programme to teach early reading and spelling.



<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Terminology



Phoneme

Grapheme

Digraph

Trigraph

Blend

Segment

(Glossary in pack)

Before teaching letter sounds...



Phonological awareness

- Phonological awareness is the foundation for learning to read.
- It's the ability to recognise and work with sounds in spoken language.
- Phonemic awareness — being able to tune in to the individual sounds in a word — is part of phonological awareness.
- Research tells us that nursery rhymes can support children to develop their language, their awareness of sounds within words and even their later reading (Bryant et al. 1989).



We teach Phase 2 graphemes in this order...



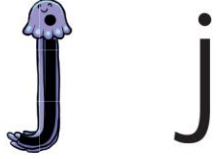








Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth, say n without	Down and round the yo-yo, then follow the string sound

Letter formation phrases link the mnemonic and the letter.

Let's say the Phase 2 sounds

Phase 2 Sound Mat

 s	 a	 t	 p	 i	 n	 m	 d
 g	 o	 c	 k	 ck	 e	 u	 r
 h	 b	 f	 l	 j	 v	 w	 x
 y	 z	 qu	 th	 sh	 ch	 ng	 nk



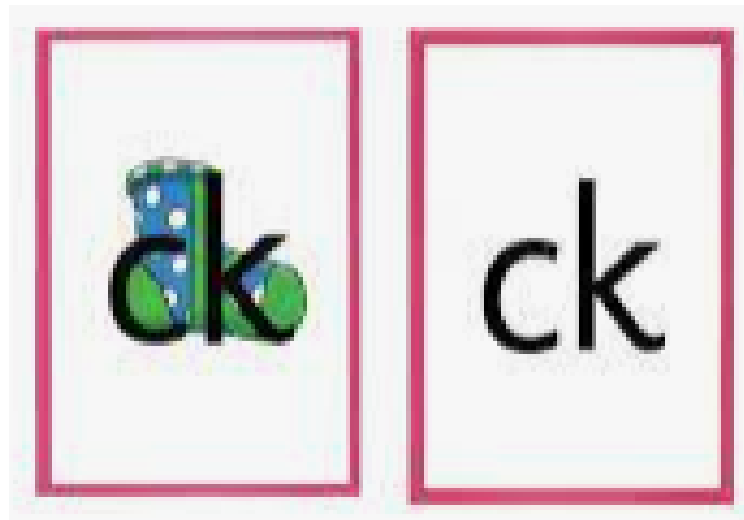
Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2

Videos are in the parent area of
the Little Wandle website.

Mnemonics and rhymes act as memory aids...



We teach blending so your child learns to read



- First, we segment words orally for the children to blend.
- Teacher-led blending (using sound cards or written words) is taught throughout Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We run keep up interventions for those finding blending tricky.



Sound buttons





Sound button quiz time! 😊

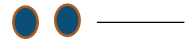
sat

sat



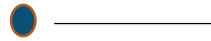
fish

fish



tear

tear



church

church



Reading tricky words (see guidance in pack)



- Tricky words cannot be decoded easily.
- Children need to learn to read the whole word without segmenting/blending.
- Children are able to tell you which part of the word is tricky
- Recognising tricky words aids fluency when reading sentences.





Spelling

Spelling/writing



- Your child will be taught how to spell simple words, using the graphemes they have been taught - *‘segmenting fingers’*
- They will practise the correct formation of letters. Handwriting is a huge focus at Barrs Court.





Reading books

How do we find the right book for your child?

Little Wandle Letters and Sounds Revised Reception Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck

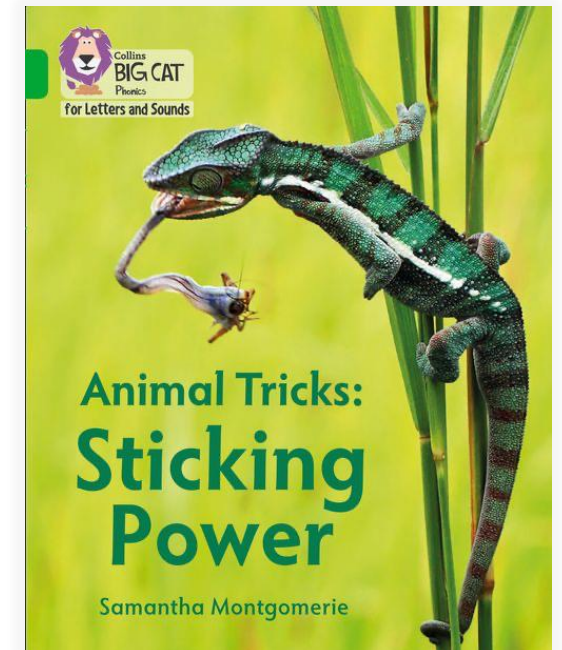
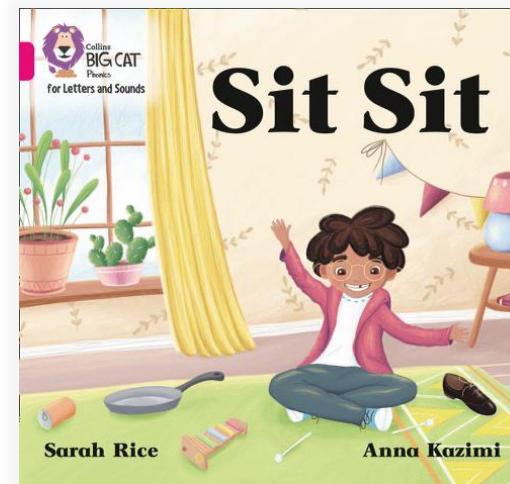


Your child will have a book matched to their phonic ability to allow for success.

Group reading

Reading practice sessions are:

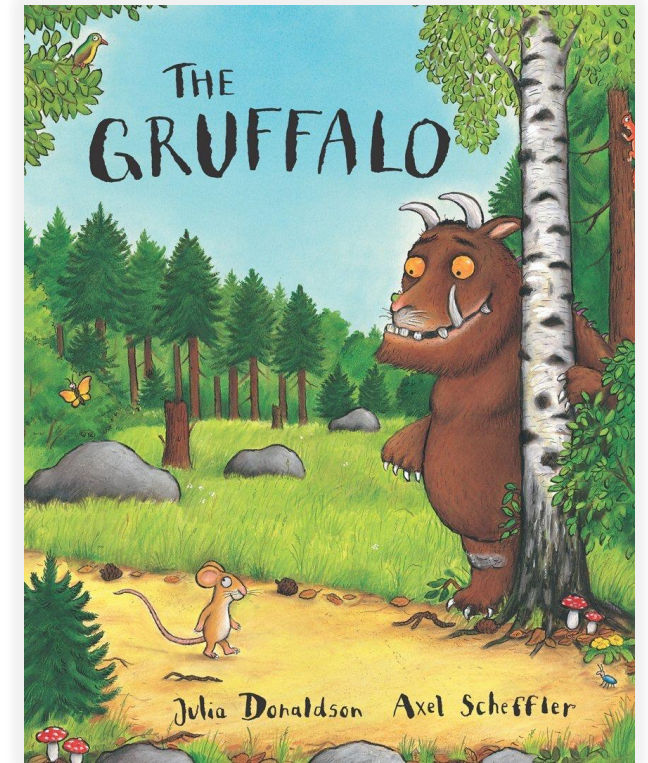
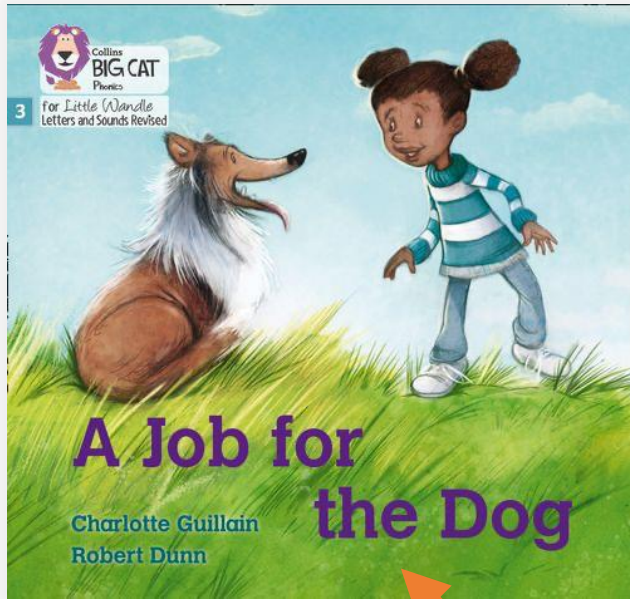
- timetabled every week
- taught by a trained teacher/teaching assistant
- taught in small groups
- the children will bring home the book they have read with their teacher in school.





Reading at home

Books coming home



Please record the reading of your child's Little Wandle book in their yellow reading record. We ask for children to read their book/sound bag contents x 5 per week.

Sharing book



The shared book is for **YOU** to read:

- Enjoy book talk...
 - Introduce new and exciting language.
 - Encourage your child to use new vocabulary.
 - Make up sentences together.
 - Find different words to use.
 - Describe things you see.

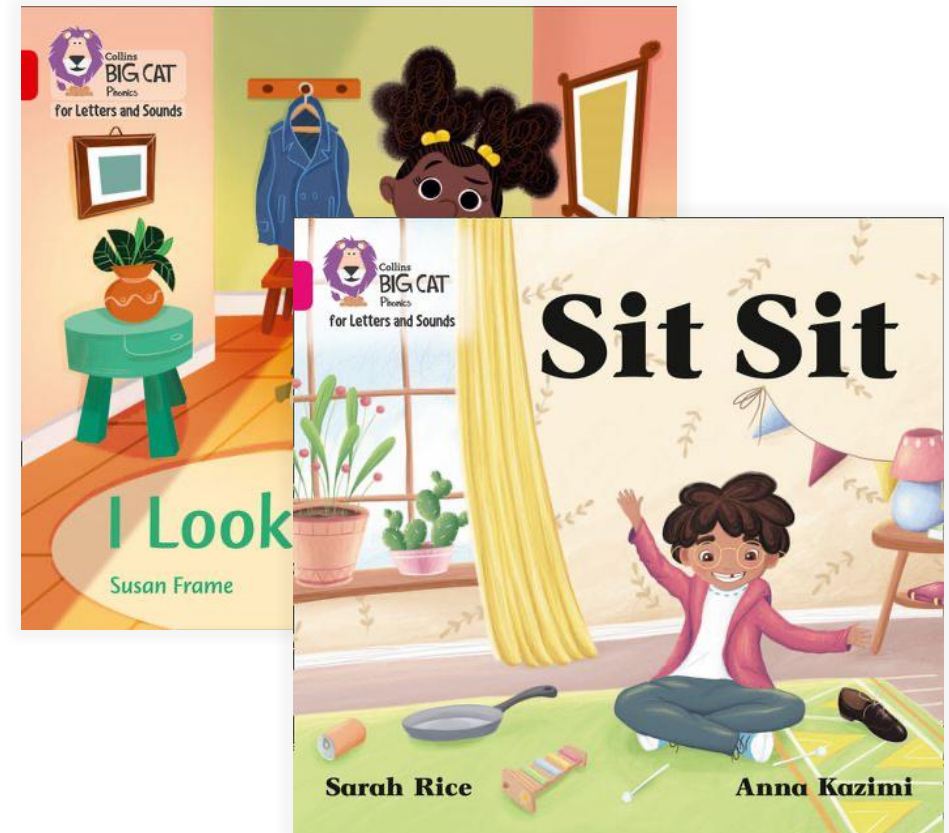
(We don't expect you to read this 5 times, just enjoy it!)



Listening to your child read their Little Wandle book



- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- Look out for digraphs, trigraphs and tricky words.
- Talk about the book and celebrate their success.





But first, wordless books...

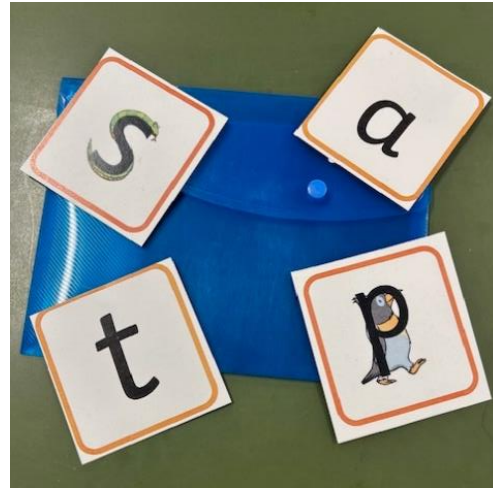
Your child may bring home a wordless Little Wandle book...



Wordless books are excellent for teaching reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.
- Play 'I spy' (initial sound) with the illustrations.
- Practise oral blending, eg *Point to the f-i-sh.*





Sound pack coming home today!





- All books will be taken in on a Thursday
- New books will come home on a Friday
- Sound cards will be added to sound bags as new sounds are taught
- Please listen to your child read 5x each week. This can be hearing their Little Wandle book and/or sound pack practise.

Please leave reading books and sound bags in your child's book bag so we can access them on any day of the week!

Reading at home — 5 times per week



Little Wandle



Sound pack



+

Your child needs to read their **Little Wandle book** and the contents of their sound pack to you 5 times each week. Please write what they have done with you in their yellow reading record. 😊

Sharing book – reading for pleasure



Your child will also bring home a sharing book from our book shelf to enjoy. This is for you to read to them. Talk about the book – the characters and their feelings, the plot, the setting etc. Sharing books will provide a rich vocabulary and a range of text types. The children can enjoy hearing quality texts without having to think about decoding! We don't expect you to read this 5 times – just enjoy it as many times as you like 😊

The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.





**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

